

IHE Master's of School Administration Performance Report

Wingate University

2013 - 2014

Overview of Master's of School Administration Program

The Master of Education in Educational Leadership program was established in the fall of 2006. The MAEd program in Educational Leadership leads to North Carolina licensure as a K-12 school administrator. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. It prepares students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Emphasis is placed on learning sound organizational practices. Therefore, students are able to organize and implement additional policies and procedures, ensuring a safe and secure environment while streamlining the academic program. Other points of emphasis are: skills in supervision, recruitment, staff appraisal, and financial and budgetary planning. Graduates of this program know how to involve community stake holders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. They are exposed to structured standards which are embedded in experiences in authentic settings. The internship portion requires the application of knowledge and the skills necessary for a successful educational leadership career. The program consists of 37 semester hours. Included in this course work regimen are 12 semester hours of core graduate education at the 500 level, 25 semester hours in educational leadership content and related course work at the 600 level including 475 hours of field and internship experiences. The vision of the principal as an instructional leader incorporates all essential roles as leader, master teacher and researcher.

Special Features of the Master's of School Administration Program

By developing sound organizational skills, students establish policies that ensure a safe and secure educational environment which is also academically streamlined. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning are taught to students that complete the program. Students learn how to involve community stakeholders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. Students are exposed to structured standards which are embedded in experiences in authentic settings. All assignments in all classes and internships are based on the North Carolina Standards for School Educators adopted by the North Carolina Board of Education. The internships (fall, spring, and summer) allow students to apply their knowledge and hone the skills necessary for a successful educational leadership career. Emphasis upon the development of a program portfolio is an

essential element of the program in educational leadership. Each student develops a program portfolio that is composed of six specific portfolio projects related to the North Carolina Standards for Educational Executives and is reflective in nature. Also, each program portfolio is evaluated based upon a University established rubric.

Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
UCPS	Scholarships for students, Mini-grants for teachers, monetary awards for POY and TOY	The Education Foundation sponsors a BizEd Luncheon in the Fall and a 5K Run in the spring to fund our programs. At this time we are working to put together a campaign to raise a \$1 million endowment for scholarships by 2020.	The Foundation is an ongoing endeavor that began in 2011	12 active volunteer board members, a part-time Executive Director, and work closely with school, business, and community leaders. I serve as chair of the board.	Union County Education Foundation has awarded approximately \$40,000 in scholarships to students, \$18,000 in classroom mini-grants for teachers, and gave \$1,000 cash award to the UCPS Principal of the Year and Teacher of the Year in 2013-2014.
UCPS	After school programming for At Risk students in the Monroe attendance cluster	The Boys and Girls Advisory Committee (of which I am a member) partners with school and community leaders to work with the Salvation Army to provide a Boys and Girls Club at Monroe Middle School. We host various fundraisers and our students are involved attending the Wingate University Spring Football game.	The Boys and Girls Club was established at Monroe Middle School in 2011 and is ongoing. We are currently working to establish another Boys and Girls club at East Union Middle School in Marshville.	The Advisory Committee consists of 10 people from the schools, business, and community.	The Boys and Girls Club at MMS has become part of the school's culture and is giving students a safe and productive place to be in out of school hours. The school administration at MMS says this program is making a real difference with the students.

Union County	PLC (Professional Learning Community) Development Partnership with Union County School to work designated schools (determined by the Superintendent's office) that are developing PLC's. Our faculty will work with various assigned schools to provide staff development and strategic planning.	<ul style="list-style-type: none"> • New Principal Mentoring Plan – Identification of upcoming new principals in Union County member partnerships set to occur once monthly throughout the year. • Stem Education Cooperative – Discovery Place, Wingate Faculty, Wingate Elementary School and East Union Middle School. Staff at Wingate work to facilitate the implementation of a new stem curriculum in the schools designated above 	11/13 – Current	31 Principals	<ul style="list-style-type: none"> • Long term planning for PLC is in place will set up-site calendars with units for upcoming summer and fall for ongoing partnership. • Students in Stem Education Partnership will participate in summer camps during July 2014.
Montgomery County	Principals Leadership Institute – In cooperation with the Montgomery County Schools Superintendents, Wingate provides sessions for assistant principals in Montgomery County Schools to provide on-going support on principalship development.		11/13 - Current	10 Asst. Principals	<ul style="list-style-type: none"> • On-going leadership development institute meeting once monthly will be on-going next school year.

Support for Beginning Administrators

The administration and faculty of the Wingate Graduate Education Program have been committed to the support for beginning principals serving in this region of the state. All of the faculty and administration of the Graduate Program in Educational Leadership have experience as successful school executives (superintendents and principals) as well as being successful teachers. Faculty members have served and continue to serve as mentors to superintendents, principals and assistant principals. The faculty in the Educational Leadership program has worked with beginning principals in cooperation with the Southwest Regional Alliance. Consultation and training have been provided in the areas of resource management, scheduling, crisis planning, human resource management, faculty maintenance, parent collaboration, community involvement, instructional data analysis, conflict management, working with exceptional populations, working with the guidelines of NCLB and AYP, instructional decision making, inclusion, and assessment. Faculty members visit sites of new principals' schools to offer additional support in an on-going basis. Support and assistance via e-mail are almost daily occurrences with the Graduate Education faculty at Wingate. In addition, a leadership academy was implemented in collaboration with Union County administrators in the fall of 2011. A second leadership academy was implemented in the fall of 2013 in Montgomery County.

Support for Career Administrators

The faculty and administration in the Educational Leadership Program at Wingate collectively have over 90 years of successful experience in working at the administrative level for public K-12 schools. As such, contacts from this region as well as statewide from current superintendents and principals are made frequently. Currently, the staff and faculty of the Graduate Program in Educational Leadership have responded to requests for assistance in school budgeting, hiring practices, facility architecture development, instructional design, curriculum development, assessment, etc. Faculty members maintain their affiliation with the state's professional organizations that support superintendents, principals and assistant principals. Internships for educational leadership provide ample opportunities to interact with colleagues serving the schools. Support is given in regards to current issues principals are facing. Current superintendents and principals from this region serve on the Wingate Graduate Education Advisory Council. At Advisory Council meetings, discussions very often address the current professional needs of superintendents and principals.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	11
	Other		Other	
	Total	18	Total	17
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	40
	Other		Other	2
	Total	20	Total	53

B. Quality of students admitted to programs during report year.

MSA	
MEAN GPA	3.46
MEAN MAT New Rubric	398
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.65
NUMBER EMPLOYED IN NC SCHOOLS	73
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
School Administration		7		24
Comment or Explanation:				

D. Time from admission into School Administration program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						8
G Licensure Only			16	8		
Comment or Explanation: This represents those completing EDLD program and EDLD add-on program.						

E. Scores of school administrators on the SLA.

		2011 - 2012 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge		Number Taking Test	Percent Passing
School Leadership Exam		Test No Longer Required	
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.			

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.
